

# The Elementary English Review

SCHOOLS DEPT.

NOVEMBER 1945

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ASSEMBLY PLANS

EVELYN D. SIMONSON

RUTH ABEE CUDDINGTON

TILLIE HOROWITZ

LEVELS OF READING

INSTRUCTION

EMMETT A. BETTS

FUN WITH SPELLING

ALTA McINTIRE

RECOGNIZING WORD SOUNDS

E. W. DOLCH

ARMY LITERACY PROGRAM

PAUL WITTY

THE MINNEAPOLIS

CONVENTION

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

# The Elementary English Review

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# THE ELEMENTARY ENGLISH REVIEW

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## The School Assembly Program

EVELYN SIMONSON<sup>1</sup>

The school assembly program furnishes a means for the development and release of creative powers through the fields of dramatics, pantomime, rhythms, writing, art, and music. Following is an account of a composite type of assembly program which provided a wealth of experiences in group thinking and planning.

Approximately two hundred fourth, fifth, and sixth grade pupils pooled their efforts and creative ideas in a project called, "The Story of America," a story telling the leading events in the history of our country. Interwoven throughout were the valuable contributions of the various immigrant peoples who in building a new nation united in one great common interest—freedom. This central theme seemed a very fitting one because of the present emphasis on the four freedoms.

The story was divided into episodes which were composed of, or grouped around problems most closely related to the social studies in each respective grade. A speaking choir helped tell the story throughout the production. This group was accompanied by piano music which gave depth and richness to the whole. A singing choir of about fifty voices also added greatly to the complete program.

A group of boys and girls with special art interests and talents, under the guidance of the art instructor, made two beautifully colored scenes which served as stage drops. These were painted on wrapping paper, pasted together so as to completely cover the stage width. Each scene was anchored at the top and bottom to lightweight boards, and then rolled up, ready to be dropped when needed.

The two scenes consisted of (1) an out-

<sup>1</sup>A teacher in the Madison, Wis., Public Schools.



door or woods scene and (2) a view of a colonial home with tall impressive pillars. At times, it was necessary to alter these scenes slightly. For example, in Episode I an addition of a tepee was required. So a tepee was cut out, painted, and fastened to the woods scene. In like manner, a covered wagon quickly replaced the tepee in the scene, Westward Expansion.

Lighting was one of the problems to be solved by amateur stage producers. Facilities provided by the regular stage lighting equipment were inadequate. However, it was our good fortune to learn of a local citizen who had made stage lighting his hobby, and he willingly contributed his aid.

Creativity was the keynote in costuming as in all other phases of the program. Each character was responsible for providing his own costume if possible, and was encouraged to make use of something old in making something "new." It was found that old materials, with a few alterations, readily served many useful purposes.

Those who were among the more fortunate in having generous supplies in their attic trunks shared with others. Thus again the whole project became truly a cooperative affair.

Following is a brief review of the various episodes:

### PROLOGUE

#### *Speaking Choir*<sup>2</sup>

The story of America began long years ago,  
This land of ours, this land of freedom,  
Stretching from east to west, from ocean  
to ocean,

Where stretched tall mountains and vast  
plains,

With great lakes and many quiet streams.

May the emblem of liberty we hold so dear,

Be ours to keep in all the years to come.

America! A great land of peace and freedom.

Hear us now, as we tell our story,

The story of America, our home.

#### Episode I—Early Life in America

This scene told the story of the Indians. Here a group of fifth grade boys and girls created a scene which showed the reverent feeling of the Indian in his worship of the Sun God.

#### *Speaking Choir*

And among the forests the redman lived  
A life of happiness and freedom,  
As deep in the forests he hunted,  
And in the streams, he caught his fish,  
Under the great blazing sun,  
Under the peaceful blue heavens.

A dance created by the children was incorporated in the worship of the Sun God. This was set to the beat of the tom-toms.

The dance was suddenly interrupted, however, as a boat was discovered by one of the tribe—the coming of the white man.

<sup>2</sup>Parts by the speaking choir are excerpts from the completed program.







#### Episode II—The Pilgrims

This told of the arrival of the Pilgrims and their early settlement. The scene was divided into two parts: The Landing, and Going to Church. The well known picture, "Pilgrims Going to Church," helped in the planning of this scene.

In the second part of the episode, the singing choir created an atmosphere of reverence by the singing of a psalm. Also, a bell which was brought by one of the children tolled as the group went slowly on its way to church.

An excerpt from the choral reading preceding this part of the episode was:

And there they worshipped God  
Giving thanks for the many blessings  
Received in this, their new land.

#### Episode III—The Immigrants and Their Contribution to a New Country

The fourth grade children chose this episode inasmuch as their work in social studies dealt mainly with people in foreign lands. Here was an opportunity to develop dances native to each respective country.

##### *Speaking Choir*

The story of America came to other peoples  
In far away lands beyond the sea.  
They dreamed of new homes in a land of  
freedom,

A home where they, too, in a free land  
might be.

And so, as time went on—

America's population continually grew.  
Until our country had thirteen colonies,  
As people from the Old World came to  
the New.

#### Episode IV—The Days of the Revolution

This episode was composed of: The Spirit of '76, The Declaration of Independence, and The Minute.

The scene, The Spirit of '76, was motivated by the well known painting of the same title. As this section was in progress, the choir sang, Yankee Doodle.

Following this, a group of villagers gathered in the street, and one among the group came forward, announcing the Declaration of Independence.

The speaking choir then shifted the mood by telling:

There were many hardships endured by the  
colonists,  
Yet in these troublesome times,  
The people also had time for some enter-  
tainment,  
Then they danced the minuet.  
(As the group danced, the choir sang,  
"The Minuet.")

#### Episode V—The Old South

Introducing this episode, the speaking choir told the story of the Civil War days and the Emancipation Proclamation:

Many years of war followed,  
Years of strife between the North and  
South  
But peace came! A great nation  
Again stood united under one great flag!  
And the words of Lincoln were heard by  
all,—  
"That this nation under God . . . . ."

This scene contained an original dialogue written by a group of fifth graders around the theme, *A Southern Plantation*. As evening came, a group of Negro workers paused on their homeward way. They entertained the owner of the plantation and his guests. Several Stephen Foster songs were sung, and the scene closed with the choir singing, *Deep River*. Here the lights shifted to a soft blue to indicate nightfall. The curtain fell very slowly.

#### Episode VI—Westward Expansion

Here we had a story of the continued growth of our country. One voice told the story of the westward movement with the piano accompanying, *Home on the Range*. The scene ended with a square dance. Prior to this, the lines of the reading were:

And sometimes they would strike up, O,  
Susannah.

Then each would gaily swing his partner!

#### The Finale

The theme of the finale called together the whole cast to complete *The Story of America*. As all members in the program were assembled, a procession of boys and girls scouts, bearing the Stars and Stripes, came down the center aisle from the rear. A spot light centered on the American flag as it resumed its role in, *The Story of America*. This, with appropriate music accompaniment, made a very impressive ending.

#### Conclusion

The assembly program which offers group planning by the children, utilizing creative interests and abilities, has many basic inherent values. The importance of all types of creative expression in relation to the individual might be summarized under the following groups:

##### (1) Self-realization

Creative expression aids in the development of the individual through expressing himself—his own ideas. It helps develop poise and create emotional stability. Many writers emphasize the therapeutic values of creative activities.

##### (2) Self-confidence

It increases independence and overcomes timidity. One acquires the feeling of accomplishment and mastery.

##### (3) Self-control

Through group planning there develops a democratic social behavior—a consideration of the feelings of others.

"Teachers who stress creative activity for their pupils are not merely building more satisfying individual lives for their pupils—they are strengthening the foundation on which alone may be built a fairer, happier, more wholesome structure of social life."<sup>3</sup>

<sup>3</sup>Hockett, John A., and Jacobsen, E. W., *Modern Practices in Elementary School*. Boston: Ginn & Co. 1938.



# Levels of Professional Competency in Differentiated Reading Instruction

EMMETT A. BETTS<sup>1</sup>

Competency in the teaching profession is not achieved overnight or in a four-year college curriculum. It is said often that teachers are born and not made. Undoubtedly, there is a grain or two of truth in this statement, but, fundamentally, it is a very superficial one. Teaching does require a good nervous system. The teacher must be a keen student of books and children, and she must be able to maintain emotional poise. Given these two prerequisites, the teacher, then, must dedicate her life to professional improvement. Education is a jealous mistress; she demands undivided attention. Basic to all teaching techniques and guidance procedures is an understanding of child and educational psychology. The teacher is not born with this information which dictates her attitudes toward children and her procedures in dealing with their problems. Professional competency is a sum total of personality, social adjustment, broad scholarship, and teaching technique.

For discussion purposes, professional competency in language instruction can be described in terms of eleven levels. These eleven levels are established arbitrarily. Zero level of professional competency is the lowest level of traditional instruction. Level ten, which should be reappraised annually, is the highest level of modern instruction. Inconsistencies in classroom instruction may cause a teacher's competence to scatter over two or more levels.

*Factors in Differentiation.* In developing a program of differentiated instruction, four

factors are considered: the professional competence of the teacher; levels of pupil achievement; pupil needs; and pupil aptitudes. All of these, of course, are related to such factors as goals of instruction, promotion policies, home reports, class size, type of supervision, type of community, and the like.

1. *Professional competence.* Recently Joe E. Brown, the comedian, published a book entitled *Your Kids and Mine* (Doubleday, Doran and Company, Inc., 1944). In this book, he makes this sage comment: "I used to tell my boys that opportunity begins inside a man. When you become qualified enough inside yourself for any job that job knocks on your door."

The teaching profession, like, all other professions, embraces a large number of *different* individuals with different qualifications. Teachers differ in interests, aptitude, professional preparation, administrative ability and in many other respects. A modern school program is developed in terms of pupil needs, but it is administered in terms of individual teachers. In a child-centered school the administration is teacher-centered. Children in the classroom vary widely in their achievements. Likewise, teachers vary widely in their levels of professional achievement. It is a wise principal or supervisor who recognizes different levels of professional competencies among the teachers on his staff.

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Every teacher cannot hope to achieve tenth level professional competency in every classroom situation. The chief problems to be considered are the children, the teacher, the administration, and the parents.

a. *The teacher.* In actual practice, the teacher is the key to what happens in the classroom. Her cultural background, her outlook on life, her reason for being a teacher, her professional preparation, her emotional stability, her personality, and her scholarship—all these and kindred factors contribute to success in achieving a high level of professional efficiency. If the teacher does not have what it takes, no administrative pressure or device can bring about lasting or worthwhile changes in her classroom. By going off on half-baked tangents, the teacher can wreck class morale and bring down upon herself the wrath of the administration and the parents. Through unguarded and uncontrolled enthusiasm, she can suffer the tortures heaped upon her by the contempt of her fellow teachers. By going beyond the bounds of what the public wants in an educational program, the possibilities of modernizing a school situation may be lost for the moment. The teacher must represent all that is good and holy. Before she can improve what is happening to her pupils, the community must want improvement. The successful teacher must be an able leader as well as an experienced classroom administrator.

b. *The children.* The level at which instruction may be differentiated may depend somewhat upon the previous experiences of the children. If they have been required to sit in their seats for long periods of time and to recite to the teacher in a hum-drum fashion, they will not know how to act in a democratic classroom. The teacher's first job will be to help them learn how to live together. This will require some time.

c. *The administration.* The people are

represented in a school system through the board of education and the officers of the parent-teacher association. Except in small school systems, the board of education establishes policies and delegates the responsibility for administering them to a superintendent or principal. This administrative officer usually carries a heavy burden of duties, only one of which has to do with instructional leadership. In modern schools this officer has devised some means of stimulating the professional growth of teachers. The schools become laboratories in which the teachers are encouraged to appraise new materials and procedures. In this type of situation, the exchanging of ideas promotes interest in the school and teacher growth.

d. *The parents.* In a democracy, the people do get the kind of schools they want. If, for example, they don't want their children to be taught manuscript writing, they have very effective ways of letting the school authorities know it! Fortunately, parents with whom the writer has worked readily grasp the reasons for differentiating instruction. After they understand that their child is getting more out of school by working at his own level, they usually want to know why all schools don't cater to the needs of children.

How far a teacher can go in her efforts to differentiate instruction will depend to a degree upon the attitudes of the parents. These attitudes are molded, in part, by information obtained from the teacher.

2. *Levels of pupil achievement.* Instruction is differentiated to provide equal opportunities to achieve satisfactorily in a democratic society. The first basic consideration in achieving this end is the professional competence of the teacher. An incompetent teacher can only assign and hear lessons. Other teachers vary widely in their levels of professional achievement.



A second basic consideration is the level of pupil achievement in a class. In a carefully considered program of instruction, differences in achievement are recognized not only in reading but also in other areas. This means that appropriate materials are obtained so that instruction may be differentiated in terms of the pupils' levels of achievement.

Differentiated instruction is based on the sound idea that the teaching should begin where the learner is. Hence, the first step in teaching is the estimation of individual achievements. Learning is an individual matter—even in group situations.

3. *Pupil needs.* The first basic consideration is the professional competence of the teacher; the second, levels of pupil achievement. A third basic consideration is pupil needs. To find each pupil's level of achievement and to merely assign lessons from textbooks at these levels does not achieve the goals of instruction. The teacher must provide guidance to meet pupil needs at his level.

4. *Pupil aptitudes.* Professional competence dictates, in part, the adequacy of a differentiated program of instruction. Teaching procedures and instructional materials are used in terms of the level of achievement, specific needs at the achievement level, and pupil aptitudes.

Children differ considerably in aptitude for language learning. Some children learn to read by visual, or non-oral, methods. Many children learn to read by the traditional visual-auditory methods. Some children simply cannot remember words when taught by either of these two methods. They require a visual-auditory-kinaesthetic or a tracing method. Therefore, it is necessary to differentiate instruction in terms of pupil aptitudes.

#### *Level O: Regimentation*

This level is called the amoeba level be-

cause it represents the lowest form of human life in the classroom. The teacher is concerned primarily with assigning lessons and hearing recitations. Classroom activities are characterized by the highest possible type of regimentation. The motto of the teacher at this level is: "every child in the same grade with the same textbook."

*Recognition of differences.* At this level, all the pupils in a given grade are assumed to be alike. Likeness rather than differences are emphasized. In fact, teachers at this level sometimes remark, "I treat every child just alike!"

Because the teacher operating at this level assumes that all children are alike, it is not essential to appraise capacities, aptitudes, achievements, attitudes, or needs. Such information would not cause her to modify the lesson plans. All learning is calendar dictated; at a given grading period the teacher must have covered a certain fraction of each basal textbook. If standardized or informal tests are administered, they are given at the end of the school term for post mortem purposes and filed where no child can see them! The pupil either passes or he doesn't pass. Usually, there is no gray, everything is either black or white. Sometimes, the pupils are passed "on condition." All this new-fangled stuff about tests, differences, interests, and needs is tommy-rot.

*Professional preparation of the teacher.* Since the teacher is concerned primarily with "teaching" subjects rather than children at this level, very little, if any, professional preparation is required.

*Concept of the curriculum.* The curriculum is made up of courses of study in the "fundamental" subjects. It may have been developed by a group of experts and filed in the office or in the teacher's cabinet. Hence, the textbook authors dictate each course of study.



*Concept of reading.* At this level, the teacher assumes that reading is a subject rather than a process. The subject matter of "reading" is believed to be contained in a basal reader. All reading instruction is given during one or two scheduled "reading lessons" each day; the rest of the day is given to other subjects, and the pupils struggle through the language problems encountered in arithmetic, geography, history, science, and health. Reading is put in a little water-tight compartment all by itself and there must be no slopping over.

The teacher at this level has a very narrow view of the goals of reading instruction. Emphasis is likely to be on the mechanics of reading. Some attention may be given to location of information by using the table of contents in the basal textbook. Very little attention can be given to selection, evaluation, and the broader aspects of comprehension because so many of the children are bogged down with word recognition hazards. So the teacher is forced to drill, drill, drill, and drill on the mechanics of reading, and reading becomes one of the most disliked subjects in the curriculum.

*Relationship of language arts.* Since reading is assumed to be a separate subject in the curriculum, spelling, handwriting, and elementary school English also are taught as separate subjects. Speech receives little or no attention and, if it does, the children are to face their teacher and contemporaries with "fear and trembling" in a stilted oral language period.

Spelling may not be taught in first grade to all pupils, depending upon the available list of words in the course of study or in the basal textbook. Regardless of whether the pupils can pronounce all the words or use them in oral language activities, all children must study the same words in the same basal speller. The use of reading achievement data

as one criterion for spelling readiness has never occurred to the teacher. Furthermore, all spelling instruction is likely to be relegated to the spelling period and no systematic attention is likely to be given to spelling needs in everyday writing situations. The fact that many of the children cannot spell the words studied in a spelling lesson after one month has elapsed does not concern the teacher much because these pupils are "dumb" or are "poor spellers." A child is born as a "good speller" or a "bad speller." And so spelling instruction deteriorates to another drill subject.

Handwriting is taught as a separate subject. Manuscript writing may or may not be taught in the primary grades. Eventually all children spend one period each day in "up and over" drills. If the teacher is a persistent soul, she may insist on the up and over movement in other writing activities. Usually, however, handwriting drills are given during one scheduled period each day!

Elementary school English in this scheme of things is taught as a subject unrelated to achievement in speech, reading, handwriting, or spelling. Each day, during a scheduled period, the pupils are drilled on one language item as the correct use of *was* and *were*, the use of an apostrophe in an isolated list of words, a part of speech, or what not. If there is a list of spelling words in the basal language textbook or drill book (and there usually is!), the pupils get another dose of spelling when they come to that page.

In summary, the language arts are taught as separate and unrelated fragments. By the time the teacher has worn out herself and the pupils on drills in reading, handwriting, spelling, and elementary school English, there is neither time nor energy left to learn when and how to use these language skills in everyday social situations. Parents then ask the question, "Why can't our children read, write, or spell?" Uninformed parents may

propose more of the same thing. Unless the teacher has a more reasonable program to suggest she is, in plain language, stuck with her follies.

*Teacher goals.* The teacher's chief goal is to get all the pupils ready for the next grade. She believes that no child should be promoted to her grade unless he has "covered" the basic textbooks in the preceding grade. Because she has a blind spot for individual variations in learning rates, she does not realize that she and a few of her best pupils are the only ones to "cover" the basic textbooks.

*Reading lessons.* At this low level of professional (in)competence, reading instruction is reduced to its lowest terms. There is no need for the teacher to ascertain the independent reading level of each child, because most, if not all, of the books in the classroom carry the same grade designations and, anyway, there isn't time for independent research or recreational reading activities. There is no need for the teacher to determine the instructional level of each pupil because the teacher is a "grade" specialist; that is, she is employed to teach only one grade and the pupils must be fitted to those requirements of that grade. Furthermore, "I teach grade such and such. Why should I bother with material another teacher should have taught!" After all, doesn't the course of study call for such and such in grade so and so? The teacher must live up to the prescribed regulations.

In this type of classroom, it is unlikely that the teacher understands the basic principles of a directed reading activity in which basal textbooks are used. The children are told to put their arithmetic books away and to get ready for their reading lesson. (Just as though the arithmetic activities did not involve reading!) The typical procedure is to tell the children to open their books to page so and so. As soon as each child has found

the page, someone is called on to read aloud the first paragraph. Turns are then taken for reading aloud *to the teacher* at the request, "Rise, please, and read." Teachers operating at this level of inefficiency have devised ingenious variations of this procedure. Some teachers precede the reading lesson with blackboard drill on vocabulary. Others may have class drill on phonograms and words with flash cards. Yes, there are many ways to violate what is known about the principles basic to a directed reading activity.

*Extensive reading.* There is very little time for extensive reading to verify opinions, to get different points of view, or to enrich the child's leisure time outside school. Or, the teacher may require so many book reports each year. After all, the course of study calls for the reading of certain books at each grade level! They are prescribed.

*Concept of retardation.* A child who has difficulty with the work in the grade to which he has been assigned is usually "dumb" or "he doesn't try." There isn't time to get at the causes of his trouble. If retardation is given any consideration, the teacher entertains the idea that, regardless of mental capacity, any child not up to grade level is retarded.

*Home reports.* In highly regimented schools, home reports are issued every four to six weeks. The teacher spends a disproportionate share of her time sweating over marks. To make matters worse, most home reports in regimented schools are quite meaningless. As one parent expressed it to the writer, "Well, then, when is an A an A?" The pupil's achievement is determined not in terms of his capacity or social achievement levels but in terms of what his classmates were able to accomplish. Hence, the teacher falsely justifies her giving out marks in terms of figures or letters. Meaningless and regimented home reports are one sure way to create competition

among parents and to destroy the mutually harmonious relationship that should exist between the school and the home.

*In summary.* Examples of Level Zero are not difficult to obtain. It should be clear that isolated drills do not produce efficient use of skills. In this type of situation the emphasis is on subject matter rather than individual development, on memorization and resulting verbalization rather than depth of experience, on passive reception rather than active problem solving, on conning textbooks and reciting to the teacher rather than proposing and solving problems, on adjusting the child to a fixed curriculum rather than adopting the curriculum to the child's needs, on the grade placement of subject matter rather than systematic instruction in terms of the individual, and on correction of learning difficulties rather than prevention. The outcomes of this type of teaching are pupil failures, over-agedness, warped personalities, verbalism (i.e. the use of empty words), and inefficiency in the use of language. As a result, the teacher becomes a harsh and unrelenting drill master rather than a friendly guide and counselor.

#### *Level One: First Steps in Grouping*

The teacher has achieved the first level of professional competence when she recognizes some differences in achievement levels and *begins to do something about the situation*. Very little professional preparation is required. Each of the language arts is taught as a separate subject. Readiness factors in learning receive little recognition. Textbook authors dictate each course of study because regimented use is made of basal books. Mastery of subject matter assigned to each grade level is the chief goal of instruction. A substantial percentage of the class is frustrated by the daily assignments. Pupils are motivated largely by fear of failure. A small, but significant, beginning is made in the direction of differentiation.

#### *Level Two: Recognition of Varied Learning Rates*

This level of professional competence has been achieved when the teacher begins to recognize differences in rates of learning. Grouping is the chief means of differentiation, but this administrative device is used only in reading classes. The pupils are still regimented for spelling, handwriting, English, arithmetic, and so on. Very little, if any, attention is given to differences in levels of achievement at this level, the teacher is a "grade" specialist, recognizing some differences in rates of learning.

#### *Level Thrée: Recognition of Varied Achievement Levels*

At this level, the teacher begins to provide for the varied achievement of pupils in a reading class, especially for those below grade level. Reading groups are formed for those pupils below grade level as well as for those at grade level. However, the teacher is still motivated by the notion that all pupils may be brought up to grade level. Different textbooks of the same series of basal readers are used, but the pupils are regimented for all other "subjects." In general, the amount of teacher and pupil frustration is somewhat reduced. Reading, writing, and arithmetic remain *the* fundamental subjects. At this point, the teacher begins to have problems with the traditional report card on which pupils are rated in terms of their classmates' achievement.

#### *Level Four: Recognition of Superior Ability*

Up to this point, the teacher has assumed that all children below grade level were retarded. At this level of professional competence, the teacher learns that not all children below grade level are retarded and that many children achieving at or above their assigned grade level are retarded. There has been a gradual awakening to differences in

capacity as well as to differences in achievement levels. A sincere effort is made in reading classes to provide equal learning opportunities but this practice is not carried over into the other "subjects."

*Level Five: Recognition of Varying Rates of Progress*

At this level, the teacher begins to give up hope that all children can be brought up to grade level in reading. There is beginning to take shape the idea that something ought to be done about individual differences in the other school "subjects." However, differentiation is still achieved by grouping for the use of basal readers, but the slow group in reading is found to embrace the "haves" and the "have nots."

During the reading readiness period, the teacher makes some use of language-type records. For initial reading activities, the teacher begins to feel her way with reading-type records. In general, there is less tendency to prescribe poems to be memorized by all pupils in a given class.

This emphasis on systematic sequences of development rather than on the grade placement of subject matter makes it possible for the teacher to observe the basic principles of a directed reading activity. Some attention may be given to extensive reading and the desirability of estimating independent reading levels. A beginning is usually made in this delegation of responsibilities to the pupils for the management of the library center.

At this point the teacher gets into deeper water so far as the traditional report card system is concerned. When children are working at different levels in reading groups, a problem arises regarding a satisfactory means of home reporting. Perhaps an "S" (satisfactory) and "U" (unsatisfactory) code is used, quite often after conferring with those who are to receive the reports.

*Level Six: Recognition of Specific Reading Needs*

The teacher has achieved this level of professional competence when specific needs as well as reading levels are recognized. Differences in capacities and needs are recognized by *flexible* grouping; that is, children are shifted from one group to another as their needs dictate. However, the teacher is beginning to realize that differentiation cannot be achieved entirely by means of grouping in reading. Two problems arise: how to improve the program of differentiation in reading and how to differentiate in related "subjects."

*Level Seven: Unified Language Arts Approach*

At this level, the teacher begins to see the inter-relationships between the language arts. Language readiness begins to take on meaning: oral language facility as a factor in reading readiness; reading ability, in writing readiness. Spelling is usually taught as a separate subject. However, the pupils are grouped for instruction in reading, spelling, and elementary school English. Informal tests are used to appraise spelling readiness, spelling levels, independent reading levels, instructional levels, and probable capacity levels. Systematic sequences in language receive major consideration. Larger instructional units are based on the content of the basal reader units. More attention is given to the initiation of a unit by directed pupil discussion of "what we know" and "what we want to know."

*Level Eight: Recognition of the Social Basis of Language*

At this level, the teacher views reading as a process of evaluation rather than as a subject; as a social tool rather than as an isolated set of skills; as a facet rather than as a fragment of language. Basal textbooks still dictate learning experiences. The number of groups in each of the school subjects has be-



come a problem to tax the ablest classroom administrator. Formal groupings—though flexible—do not appear to be the final answer to problems of differentiation. The large number of groups for these “subjects” side-shows tend to get out of hand because they are not related to a main show. They still tend to represent an unwillingness to give up the departmentalization of subject-matter. The teacher knows she is going in the right direction, but she tends to break down from the excessive clerical duties. At this point, some teachers give up in despair; others continue until they have a reasonable solution to the problem of individual differences.

Before the teacher has finally achieved this level of professional competence, she begins to get an answer to the chief problem arising at this point; namely, how to get everything done. These problems are resolved as the teacher acquires scholarship in the liberal arts and basic understandings of psychology. First, teaching units are expanded beyond those established in the basal readers. The entire class participates in the study of a large unit of experience, usually in the social studies. Second, the teacher begins to consider the value of developing basic language skills in connection with the other school subjects. For example, more attention is given to the fostering of good reading and study habits in science, social science, and arithmetic. Third, more attention is given to teaching pupils after they recognize a need. Fourth, the teacher sets up class, group, and individual projects. In short, the teacher has reduced pupil frustration and has begun to see the light so far as her own administrative problems are concerned.

#### *Level Nine: Cooperative Planning*

It is at this level that the teacher begins to approach her problems with confidence. Here, she begins to underwrite a political

democracy outside the school with an educational democracy within the classroom. There are very few evidences of pupil frustration. The authors of basal textbooks and standardized tests no longer dictate what shall be studied; instead, they become consultants. Instruction is differentiated in terms of achievement levels, needs and interests, and pupil aptitudes. For example, children are taught to read by visual-auditory, kinaesthetic, tracing, or whatever procedure a careful analysis reveals is required. Emphasis is on prevention of frustration but remedial or corrective help is given where needed. The teacher and the pupils cooperatively develop large areas of experience, with the pupils entering zestfully into the listing of problems and the location, selection, and evaluation of pertinent information. Through the delegation of responsibilities to individuals and groups and the appraisal of results by the class, the teacher has found one way to solve the perennial problem of how to get everything done. She doesn't do it, the pupils do to their profit!

At this level, the teacher begins to make an all-out unit approach. Since this is the first bold effort in this direction, there is an inclination to overemphasize language as a means of learning and to stick a little too closely to a given center of interest. Visual aids, observations, and other types of learning aids are used, but there is still the problem of how to avoid verbalization. By means of this unit approach, the teacher recognizes personality development as a first-order goal of education.

#### *Level Ten: Language-Experience Approach*

In a democratic society, tenth level teaching is achieved through the cooperative efforts of administrators, supervisors, parents, teachers, and children. This requires the use of



cumulative records in which pertinent data regarding child development are recorded, a continuous evaluation of the objectives of education in a democracy, the freeing of the teacher from straight-jacket courses of study, basic understandings of likenesses and differences between pupils, highly competent teachers, the use of community resources, maximum use of the school plant for community activities, a parent-teacher study program, and so on.

The following series of statements is used at this point to contrast low levels of professional accomplishment with high levels. It is realized that each item represents two extremes in a continuum; that is, practices usually vary between the two points of view expressed in each set of statements.

Low	HIGH
1. Education is the addition and accumulation of knowledge	1. Education is a developmental process
2. Preparing the pupil	2. Unfolding of potentialities.
3. Subject matter	3. Individual development
4. Averages	4. Variations
5. Drills	5. Expression activities
6. Memorization	6. Experience
7. Passive reception	7. Active problem solving
8. Conning textbooks and lessons	8. Proposing problems and seeking solutions
9. Teacher, a drill master	9. Teacher, a guide
10. Reciting-to-teacher	10. Sharing experiences
11. Teacher domination	11. Pupil participation
12. Teacher dictation of learning goals	12. Teacher-pupil cooperation in establishing goals
13. Regimented teaching procedures	13. Teaching procedures differentiated in terms of pupil aptitudes

14. Achievement appraised in terms of class average	14. Achievement appraised in terms of capacity
15. Frustration	15. Readiness
16. Knowledge and discipline	16. Development
17. Grade placement	17. Systematic sequences
18. Mass instruction	18. Differentiated guidance
19. Quantitative home reports	19. Qualitative home reports
20. Largely vicarious experiences	20. Vicarious and direct experiences
21. Compartmentalization of subject matter	21. Integration of learning activities
22. Correction	22. Prevention
23. Molding from without; imposition	23. Self-determining growth from within
24. Reading, a subject	24. Reading, a process of evaluation
25. Reading, a set of isolated skills	25. Reading, a facet of language
26. Reading, primarily a problem of word recognition	26. Reading, primarily a problem of semantics

*Basic Assumptions.* "Tenth level" teachers base their practices on carefully considered assumptions. These assumptions are continuously appraised and revised because the teachers are motivated by the desire to improve the lot of each child. First, the teacher assumes that many of the understandings, skills, abilities, and attitudes required for social competence in a democratic society are developed in the classroom. Second, education increases individual differences. Hence, it is necessary to accept differences in developmental rates and patterns, differences in achievement levels, differences in needs, differences in learning capacities and aptitudes, etc. Third, a grade or a class is viewed in terms of differences as well as likenesses. Fourth, the course of study is assumed to be a guide rather than a prescription for all pupils. Fifth, reading is considered to be a process rather than a subject, a facet

of language development. But, even more important, language experience relationships are under continuous assessment, and both pupils and teachers develop a sensitivity to the use of high level abstractions. Reading is assumed to be a process of evaluating the facts behind the symbols. Sixth, it is assumed that guidance must be based on an understanding of the uniqueness of each child's needs. Hence, the teacher is always on the alert to improve her observational techniques. Seventh, prevention of maladjustment is assumed to take precedence over correction, but provision is made for both corrective and remedial activities. Since it is assumed that effective instruction begins where the learner is, special attention is given to criteria for readiness at each "level" of learning and to systematic sequences of child development. Eighth, social and emotional development is presumed to rank high on a scale of objectives. In view of this, rapport between pupils and between teachers and pupils is fostered by recognizing individual contributions. Ninth, physical factors are credited with relatively high value, and the teacher works closely with health agencies on these matters. Tenth, creative expression is believed to be an important factor in developing personality. These are only a few of the premises on which the tenth-level teacher bases guidance.

### Summary

Individual differences in a classroom provide opportunities for rich living. In a democratic society, these differences are regarded as assets. Frustration rears its ugly head in the classroom when these differences are disregarded. This article has been used to outline arbitrarily established levels of professional competence—and to encourage professional opportunities made possible by the uniqueness of each individual.

An alert school administrator recognizes differences between teachers. It is the task of the supervisor to begin where each teacher is—i.e. in terms of her level of professional competence—and to encourage professional growth. As a result, a school system may have teachers working happily at several levels of professional achievement. This is differentiated supervision!

Teachers must be qualified inside for the task they undertake. How they *think* and how they *feel* are important considerations. Many brave men and women have given their all for a way of life which we have labeled a democracy. How far a given community can go in keeping faith with this ideal depends in no small measure upon the qualifications of each classroom teacher. The schools and the homes of today determine the social competence of our citizens of tomorrow. So let no teacher underestimate the role she is playing in future world affairs.

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# Spelling Can Be Fun

ALTA MCINTIRE<sup>1</sup>

Yes, spelling *can* be fun, but how often the spelling period is the dulllest, most uninteresting, and most dreaded period of the schoolday! Spelling activities often deteriorate into the carrying out of certain formal procedures on Monday, certain others on Tuesday, and so on through the week, with a final test on Friday.

This is not a criticism of the widely used methods of teaching spelling that are based on research, but it is difficult to understand why all groups are expected to proceed at the same rate of speed. Is it not possible that some children may be ready for a final test on Wednesday or Thursday instead of on Friday, and that others may require a longer period of time for study and for application of what has been learned?

The teacher should follow a definite plan in her teaching, and the pupils should learn the most economical methods of study. These practices represent the minimum essentials of spelling teaching, but they do not necessarily guarantee success.

The successful speller has a desire to spell correctly. He has an interest in words. He has learned to analyze them, and he has acquired interesting information in regard to them.

The improvement of the spelling program should begin in the primary grades before formal spelling is introduced. Actually the children in these grades are doing more creative writing than ever before. They like to write about experiences of their own that are related to the things they are discussing or reading about in school, but many children

are definitely handicapped because they lack certain skills and abilities.

Nothing should be done to discourage spontaneity in children's writing, but they should be aided in acquiring writing vocabularies that are sufficient in size to enable them to express their thoughts freely. And before they are plunged into assignments of lists of words which they are expected to master, children should have many interesting experiences with words.

Letter formation should be mastered as early as possible. Very frequently what appears to be incorrect spelling is really incorrect or careless handwriting.

After children begin noticing likenesses and differences in words, they may start grouping those that are similar in some respect. Words which begin the same, end the same, or contain the same combinations of letters may be identified. Spelling games as well as oral and written exercises are of interest and value. Children enjoy exercises of the following types:

1. Writing sentences in which the initial letter in every word is the same, such as, "Bob bought big, blue balloons."
2. Making new words by changing the vowel in such a word as *but* to make the words *bat*, *bet*, and *bit*.
3. Making words by using an additional letter such as prefixing *b*, *c*, *f*, etc., to *all*; and by taking letters from words such as *cold* and *sand* to make *old* and *and*.

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## 4. Exercises that contain a puzzle element as

- a) I am in *see, sing, and say*. What sound am I?
- b) I am in *took*, but I am not in *look*.  
I am . . . .
- c) *Baby, book, and ball* have *b* at the . . . beginning . . . end.

The foregoing represent only a few of the types of exercises that may be used. Phonics should play its part in the spelling program, and there should also be work with silent letters, with the formation of plurals, with words that rhyme, etc.

A practice which will do much to encourage creative writing in the primary grades is to aid each child in compiling a list of words which he may use when he needs help with the spelling of a word. These lists can be built up gradually, the teacher supplying the spelling of a word the first time it is used. An alphabetical arrangement of such words makes them easy to find. Obviously, the lists of the children will vary. Books, written work on the blackboard, charts, and any other available sources should also be referred to for help.

Individual lists of words should be encouraged in all grades. The words included in any series of spelling books represent a minimum vocabulary which should be mastered by all; but additional words, which will vary with individuals and localities, will be needed and should be learned.

Interesting games and exercises should supplement the regular spelling programs in all grades. A few of those that have been found useful will be suggested.

**Treasure Box.** Words are written on separate slips of paper which are then folded and put into a box called the *treasure box*. Each child in turn draws out a slip which he hands to the teacher without opening it. The

teacher pronounces the word, and the child attempts to spell it. Any misspelled words are handed back to the children who had difficulty with them. The object of the pupils is to end the game with no slips of paper. Those who do have slips learn to spell the words that are on them.

**Ear Training Exercises.** The ability of children to hear differences between sounds of letters varies from excellent to very deficient. Ear training exercises of various kinds may be furnished. Children may tell which word does not belong in a series of words pronounced by the teacher. These words, except for the one that does not belong, may begin with the same sound, end with the same sound, or contain the same vowel sound.

Pairs of words, some of which rhyme and some of which do not, may be pronounced. Children may indicate in some way which of the words rhyme.

A game called *Spell What I Sound* furnishes valuable ear training which aids children in associating sounds and symbols. The teacher sounds words which are strictly phonetic. The children either write the words or spell them orally.

**Hidden Words.** Each child tries to find and write all the hidden words in certain other words. The letters in the hidden words must be consecutive. For instance, if the words are *teacher, furnished, and fortunate*, a child's paper might look like this:

teacher	furnished	fortunate
teach	furnish	for
tea	urn	fort
each	is	or
he	she	tuna
her	he	at
ache	shed	ate

**Endless Chain.** A player starts this game by spelling any word which he wishes to spell. The next player spells a word that be-



# Thanksgiving Day 1945

RUTH ABEE CUDDINGTON<sup>1</sup>

The following is an imaginary scene between a teacher and a group who have been assigned the duty of a special Thanksgiving Day program. They may have received the assignment from the Student Council or from the simple plan of rotating programs among the home rooms.

Scene: Any Classroom in Our School

Teacher: (*Rapping the desk lightly for attention.*) Boys and girls, we have been assigned the Thanksgiving Day program. (General exclamation mixed with some groans here and there.)

Pupil: Well, I guess that means that we are all going to get up and recite a lot of poetry!

Pupil: Or tell how the Pilgrims landed on Plymouth Rock again.

Pupil: Where'll we get costumes?

Teacher: I think we can make the program original and interesting if we want to. That's what we are here to decide. The question is—just what kind of program do we want?

Pupil: I know what kind of program we don't want and that's the same old stuff we hear all the time.

Pupil: Why can't we have something different?

Pupil: That's what I say.

Teacher: Suppose we decide on the type of program and then all co-operate in putting it together.

Pupil: You mean write the program ourselves?

Teacher: That shouldn't be so hard to do. We'll simply pool our ideas.

Pupil: I think it would be fun. I'd like to help.

Pupil: I would too.

Teacher: I knew I could count on you. Now in this program we mustn't lose sight of the fact that we have a definite purpose.

Pupil: We could begin by reading the Proclamation of the President and Governor before opening the curtain.

Pupil: And we could follow that with a special Thanksgiving Prayer. I've seen lots of them this year.

Pupil: Me, too.

Pupil: (*Soberly*). When you come right down to it we've certainly plenty to be thankful for this year.

Pupil: I guess you're right.

Pupil: And it makes you feel pretty small when you compare how little they had the first Thanksgiving Day with how much we have now.

Pupil: Still we have a lot in common. We have reason to be thankful for our lives and for plenty of food, too.

Pupil: (*Laughing*). There you go thinking of your stomach.

Pupil: Well, haven't we all had to? I mean—Rationing!

Pupil: Say, that's another fine thing to look back on. The majority of people were pretty decent about Rationing.

Pupil: (*Thoughtfully*). And Lend-Lease. I guess the whole world has been through a lot and we'll all live together better now.

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Pupil: You said it!

Teacher: Let's not forget the early end of the war with Japan. That has saved us many casualties.

Pupil: There are so many things to be thankful for in connection with the war that they would fill a book.

Pupil: What if Germany had perfected the atomic bomb first? Boy!

Pupil: The scientists and professors came through there.

Pupil: Guess we'll all have to give a little more attention to the little old gray cells.

Pupil: I'll say. We're going to have to know a lot to keep up in this world.

Teacher: I believe there's a lot of the spirit of that first Thanksgiving Day here now.

Pupil: (*Self-consciously*). As a matter of fact, I marked a little poem about the Quakers in my English book. I'll read some of it if you want me to.

Pupil: (*Resignedly*). I knew there'd be poetry before we got through.

Pupil: Oh, go ahead—read it.

Pupil: (*Reads*). It's by Nancy Byrd Turner and is called the "First Thanksgiving."<sup>1</sup>

Pupil: I liked that. You know that line about men and dreams reminds me of today?

Pupil: I guess you mean dreams of the United Nations we've heard so much about in history class.

Pupil: Yes. It makes me feel proud and thankful for the American Spirit.

Pupil: And for the mind of America. An awful lot depends on that.

Pupil: Don't leave out courage, either.

Pupil: I was just thinking of that. I was thinking of the last two lines of Charles Hanson Towne's poem: "But most of all, give thanks if you can say Lord, I have courage on my Pilgrim's way."<sup>2</sup>

Teacher: We seem to want a real program of thanksgiving.

(*Pupils give various answers of assent.*)

Pupil: But how are we going to do it? We don't want to recite a lot.

Pupil: How about a pageant?

Pupil: Oh! Ho! Let's at least be realistic.

Teacher: The program can't be very long.

Pupil: How about having a boy make some remarks about the dry old custom of Thanksgiving, then fall asleep and have the Pilgrims come in and be astonished at all the boy has—

Pupil: And scared of all the new things—

Pupil: Ah, ha! You see you're too familiar with that idea. It's been done before.

Pupil: Yes, I saw something like that for George Washington's birthday last year.

Teacher: Well, I've enjoyed your dialogue here this morning. Why not make a program of it?

Pupil: You mean have a meeting just like this on the stage?

Teacher: Yes, with this difference. One of you must act for me as program chairman. Then too you can bring in other ideas and then memorize your dialogue.

<sup>2</sup>Ibid—page 381.

<sup>1</sup>Robert Haven Schaffer, ed. *The Days We Celebrate*. New York, Dodd, Mead and Company, 1942. Page 380.

# How a Child Sounds Out a Word

E. W. DOLCH<sup>1</sup>

Teachers want to know how to teach sounding, but they also want to know why certain methods are effective. The simplest and, at the same time the most enlightening approach to this problem is through the question, "How does a child sound out a word?"

A child needs sounding when he meets in his reading a word he does not recognize. He looks at the printed word on the page and no "thought word" comes into his mind. What happens then?

## 1. Letter-sound combinations.

The child may look at a single letter, such as the initial, and a letter sound may come into his mind. Then he may look at the next letter, think a letter sound, look at the next and think a letter sound, and so on through the word. Thus he is thinking a series of letter-sound combinations.

Then he may remember the resulting sounds, repeat them one after the other, and the word sound may come into his mind. Note that the letter sounds never actually are the word sound. They *suggest* the word sound. The closer they are, the better they suggest it.

This first method means the use of letter-sound combinations only. It is used by many children and many adults just because this much of sounding is all they know. This method works pretty well because the intelligent child or adult makes great use of the suggestions of context as well as the suggestions of sounding. So if the series of letter-sound combinations does not come very close to the word sound, the reader bridges the gap by intelligent guessing as to what the word must be. In addition, the intelligent

child or adult may reverse the process and guess from context first, using the letter sounding merely to check his guess. These two processes work so well, in fact, that many persons who know only the letter-sound combinations feel quite satisfied that they have an adequate command of sounding and do not trouble to go further.

The method of letter-sound combinations is easy to learn because there are only 26 letters. (Those who use only the letter-sound combinations think that there are only 26 sounds). Twenty-six letter-sound combinations do not take long to teach. But the use of letter-sound combinations alone is needlessly inaccurate. The child or adult can just as well go further.

## 2. Necessary two-letter-sound combinations.

The child may look at the printed word and have certain two-letter groups such as *oa* or *er* come to his attention. These two-letter groups may cause certain sounds to come to mind. In addition, single letters, as mentioned above, may cause sounds to come to mind. The child remembers these various sounds, puts them together, and the total word-sound is suggested.

Certain two-letter-sound combinations are *necessary* because these two letter groups have new sounds or cause new sounds to be thought of just as if they were new letters. For instance, the consonant digraphs, the vowel digraphs, the diphthongs and the vowel sounds with *r* cause the reader to think of sounds that single letter-sound combinations do not. Another type of "two-letter-sound" combi-

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nation is the vowel with a final silent *e* and *c* or *g* before *e* or *i*. If the child does not know these necessary "two-letter-sounds" combinations, he will fail to get sounds needed for word recognition. He may still recognize the word, but he can do so better if he has both letter-sound combinations and two-letter-sound combinations.

### 3. Helpful "letter-group-sound combinations."

In addition to seeing single letters or the two-letter groups just discussed, the child may see any number of other letter groups. We call these "helpful" rather than "necessary" because the child can get along without them. Some of them seem almost necessary, such as *-ng*, and *-nk*, but the child can in fact guess the word from the letter-sound combinations of *n*, *g* and *k*. Some endings such as *-tion* and *-ture* seem rather necessary, but here too the letter-sound combinations plus context will suggest the word.

It may be reasoned that the endings *-old*, *-ight*, *-ind*, and the like are necessary, but the answer is that most of the words with these endings are common and are learned as sight units in the first years of school, before real teaching of sounding attack on words is needed. These words may be taught in groups as "families" but they are still being learned chiefly as sight units, not as means of learning sounding combinations. These endings would not be profitable sounding units because they are so little used in the words the children will really need to sound.

Most of the "helpful" letter-group-sound combinations are clearly not necessary, however, since the child can sound these letter groups from their smaller parts. Most of any list of "common phonograms" will be seen to be soundable from the usual letter-sound combinations and the necessary two-letter-sound combinations. These additional letter groups

are "helpful" just because they make the sounding process faster. If a child can sound two letters at a time, or three letters at a time, he will get the word-sound that much sooner.

But never let it be supposed that letter-group-sound combinations can form a basis for the teaching of sounding. In the first place, study of reading matter shows that thousands of two or three letter groups appear in any reading matter. It is impossible to teach even any large part of them. And no matter how many letter groups we teach, there will still be found before or after these groups, or between these groups, single letters or the necessary two-letter groups. So we will still have to teach the fundamental "letter-sound" combinations and the "two-letter sound" combinations described above.

Letter-group-sound combinations are actually learned in large number by anyone who uses sounding, but they are learned through practice in sounding. Certain ones, such as *-ing*, *-at*, *-ize*, occur again and again, the reader comes to notice them, and before long the letter-group causes him to think of the combined sound. This is the natural method. But the school must teach, as a foundation in sounding, the fundamental letter-sound combinations and the necessary two-letter-sound combinations.

### 4. Remembering Rules.

There is still another mental process that a child may possibly use as he looks at a strange word. He may see a letter or letter group that reminds him of a rule or principle that he has learned. He may say to himself, for instance, "The 'a' is a vowel and all vowels are short unless there is a reason for their being long. There is no such reason here and so the sound is 'a'." Or he may see a *c* and say to himself, "c before *e* or *i* is sounded

like *s*. This is before *i*. Therefore it has an *s* sound." This method might be called the "letter-rule-sound" method.

As we have described this process, it certainly has seemed intolerably clumsy. And it is. It puts too much time and effort between what is seen and the thinking of the sound. Yet we teach sounding so often by rules. Should we do so?

First of all, we must admit that we have made rules for sounding when there are so few cases that each case can be taught by itself without reference to a rule. We can teach that *oa* is *o*, *ea* is *e*, *ai* is *a*, and so on, without ever making a rule that when two vowels come together the first is long and the second is silent. If we teach each of these vowel digraphs separately, we do not need a rule to cover them. The rule hinders rather than helps, as it puts in an unnecessary step. This is also true of many of our other sounding rules. They are not needed. We can teach each case by itself, and every time that case comes up it can be handled by a letter-sound or two-letter-sound habit, not by thinking of a rule.

This is not to say that we can entirely do without rules. For instance, the case of *oa* as *o* can be taught as a two-letter-sound combination, but what about the vowel with a final silent *e*? The difference is that every appearance of *oa* is identical with every other appearance. It is always *oa*. But the vowel and the final *e* may have a great variety of consonants between. The *a* with final *e* in "save" may not look like the *a* with final *e* in "hate". Perhaps the child, when he comes to the *a*, will have to stop and think and look ahead to see if there is a final *e*. In so doing he is applying a conscious rule. Later on, the looking ahead may become an automatic habit, but it started with a rule.

Our conclusion must be: Whenever possi-

ble, teach an immediate particular response to a particular letter or letter group. But when the situation that arises varies somewhat, so that it may not be immediately recognized as the one already taught, teach a conscious stopping and a thinking of a rule or principle that applies. We will find that this conclusion is very important when we come to the problem of syllabication that is to follow.

### 5. Syllabication.

Many children do not seem to distinguish between short and long words, but attack any word from the beginning in much the same way, whether it is made up of five letters or fifteen.

If such a child has progressed through the steps we have described, letter-sound combinations and letter-group-sound combinations, he will probably see familiar parts in the long word, and think their sound. Thus he will get part or parts of the word and if he uses context suggestions, he may guess the complete word sound. Very often, however, such a child, attacking a long word, will skip some of the letters or letter groups, or he will put together letters which should be kept separate because they are in different syllables. Thus he will get a series of sounds that are nowhere near the total word sound and that will not suggest the word sound to him. Thus the sound combinations learned on small words are by themselves seldom sufficient when long words are attacked.

Instead, the child, when he realizes that a word is too long for his previous methods, either at first glance or after an unsuccessful attempt to use those previous methods, should form the habit of stopping and consciously using some definite method of "long word attack". Methods of attack used on short words will not do. Short words are all built on the



plan, consonants-vowel-consonants (except those that are still simpler because they begin or end with a vowel.) Such a simple pattern can be handled with the letter-sound combinations, or the letter-group-sound combinations. But long words are in parts or syllables, and no reader can tell which consonants go with which vowel until he has divided the word into syllables. This the beginner must do by conscious rule. The experienced reader "sees" syllables; the beginner cannot do so. He must figure them out.

In this situation, it has been customary to give the child exercises on compound words, on the assumption that he will see the little words that make up the big one and thus be somehow introduced to methods of attack on long words. Compound words certainly teach that some long words can be divided into familiar parts, but one cannot see how recognizing familiar small words can help in recognizing syllables which are divided from one another in ways not found at all in compound words.

Another approach to syllabication has been through prefixes and suffixes. The purpose is to teach the idea that long words can have familiar parts. But when prefixes and suffixes are taught, the child is told that they must be taken off as units and pronounced as units just as though they were separate words. Thus the approach through either beginnings or endings still gives the child no idea of how to attack the main part of the word. We do not wish to discount practice with compound words or with prefixes and suffixes, but only to point out that they are special cases and in no sense the beginning of real syllabication. Prefixes and suffixes should be taken up as cases of letter-group-sound combinations whenever the time seems most suitable. Perhaps work with them should continue over a number of years, gradually going from the more common to the less common beginnings

and endings as the children become familiar with the various changes which prefixes and suffixes make in the meaning of the root words.

Syllabication seems inevitably to require the use of rules. There are not just a few syllables which can be taught separately. Everyday reading matter presents thousands of different syllables. These syllables cannot be identified as syllables without the use of some special method of dividing up long words. Likewise in long words the sounding of vowels as short or long may depend upon whether or not they come at the end of syllables and not just upon the conditions found in short words. Finally, breaking up a long word takes time, and thus, naturally gives opportunity for thinking of rules or principles.

The fundamental rule for syllabication is that there are usually as many parts of the word or syllables as there are vowels. It is assumed that in locating the vowels the child will use his previous sounding knowledge and automatically treat as single sounds the vowel digraphs, the diphthongs and the vowels with *r*. That is, the two-letter-sound combinations, if learned in short words, naturally transfer to dealing with long words.

The next rule tells us what to do with the consonants between the vowels. In most cases, there are two of these consonants, and the first goes with the vowel before and the second with the vowel after. In other words, consonants between vowels are divided.

Then we find the case of only one consonant between vowels. That brings us to our third rule—a single consonant between vowels usually goes with the following vowel (unless the consonant is *r*), and the preceding vowel is long because it is open. That is, the vowel sound is not cut off by a consonant and therefore it is made with the mouth open. This "open" vowel is the long sound of the vowel.



Syllabication is thus naturally a matter of thinking of rules of attack. It is true that after long practice the eye seems to "see syllables" without conscious effort. This must be because through use of the rules or through trial and error we find certain combinations of letters often occurring as syllables. We then through practice acquire some letter-group-sound combinations that we use in syllabication. This is, however, the way of the practiced reader. Children cannot begin with this process. They must have a method of attack, that is, conscious rules to follow.

Here we must insert two cautions that all teachers must sooner or later give to pupils. The first is that the words of our language do not always follow the rules for sounding. Many short words have vowels that sound long when the rule would make them short and vice versa. Many words have silent letters. In long words, many are divided at places that one would not expect. Usually there is a reason for this division but the pupil will not know the reason because he will not know the way the word came from some other language. Likewise, in long words the vowels are sometimes long when we expect them to be short, and short when we would expect them to be long. As a result of all this irregularity, it is a good thing to explain that if one sound of the vowel in a word does not suggest a familiar word sound, one can try the other sound of the vowel to see if it does. The important thing is to get close enough to the right word-sound for that sound to come to mind.

The second caution is an extension of the first. If the sounds of the parts do not suggest a known word-sound, use the dictionary. The sounds of the parts are only to suggest a known word, *not* to give us a new word. Even with the best of sounding, one is not

sure of getting the completely correct sound of an entirely new word. Of course, if we had used the rules carefully and exactly, and if the word was sounded exactly according to the rules, we would be very close to the real word sound. We would still have to guess at the place to accent, however, since no rule would tell us that. In addition, we could never be sure that the strange word did follow the rules. Therefore, we must continually caution children that if the sounds of the parts do not suggest a known word, use the dictionary to find out exactly how the new word should be sounded.

To summarize, we may say that the most profitable approach to sounding is to think of what the child does when he looks at a word he does not recognize. He may use letter-sound combinations, looking at a letter and thinking a sound. He may use certain necessary two-letter-sound combinations, looking at two letters and thinking a sound that is different from the sound of any single letters. Or he may see certain familiar groups of letters that he could sound out individually but that he sounds out as a group because accustomed to these letter-group-sound combinations.

In every case, the child remembers the separate sounds, thinks them one after the other, and the word is suggested to him. The combined sounds are not the word sound, but they do suggest the word sound.

We have urged throughout that because there are just a few letters and just a few necessary two-letter groups, these should all be taught as habits of perception, seeing something and thinking something, without the formulation of rules. Rules require an extra step between seeing print and thinking sound, and this extra step should not be inserted if it can be avoided.

In long words, however, the variety of letter grouping is so enormous and so confusing that some rules for attack are needed. The approach through compound words or through prefixes and suffixes does not teach rules for attack on long words, since in either case we are teaching special word groups that are not true syllables. When the child sees that a word is long and needs to be divided, he should attack it, guided by three rules. 1. There are usually as many syllables as vowels, assuming we use the necessary two-letter-sound combinations we have already learned. 2. The usual two consonants between vowels are divided, one going with the vowel before, the other with the vowel after. 3. When only one consonant stands between vowels (except *r*), it goes with the vowel after, and the vowel before is generally long.

The teacher must caution the children (1) that there may be exceptions to the rules and (2) that if the sounds of the parts do not suggest the sound of a word he knows he should use the dictionary to find out exactly how the new word should be pronounced.

This whole plan of sounding is intended for word recognition only. It is much simpler than the system used by the dictionary, as the dictionary wishes to show the exact sounding of every part of the word to those who do not know what that sounding is. But this plan of sounding is just to tell which of the words the child already knows is represented by the printed word he does not at once recognize. It is often only approximate sounding. But the suggestion of context, together with the child's intelligence, will cause the approximate sounding to suggest the right word-sound.

### SPELLING CAN BE FUN

(Continued from page 272)

gins with the last letter of the word spelled by the first player. The game continues in this way with each player spelling a word which begins with the final letter of the word last spelled.

This may be used as a relay race with two groups competing at the blackboard, or it may be used as a timed exercise in which each child writes as many words (makes as long a chain) as possible in a given length of time.

Many other types of exercises such as the

building of words from root words, listing words containing the same prefixes and suffixes, and identifying the situations where a particular meaning of a word is appropriate may be used. Interesting words may be found in the materials read, and many of them may be added to writing vocabularies. Supplement the spelling program with many types of interesting activities; create an interest in words and a desire for a large, useful writing vocabulary: then your pupils will agree that *spelling can be fun*.

# Implications of Army Education Programs

PAUL WITTY<sup>1</sup>

We are just emerging from an era of horror which has been unparalleled in its scope and severity. Triumphant in the war, America now looks ahead to a new era in which it is to be hoped that peace, amity, and mutual understanding will become universal and all pervasive ideals.

Although the successful prosecution of the war was associated with widespread suffering and privation, there accrued some products of unusual significance for education generally. Foremost among these items was the unusual recognition accorded education by the Army during World War II. General Somervell stated "Education is the backbone of an Army." "We can lose this total war on the battle front as a direct result of losing it on the educational front." Accordingly, the Army spared no effort in developing an efficient and far-reaching program of education.

Several accounts have already been published which have set forth the significant features of Army education. Perhaps its most notable characteristic was the widespread application of established educational principles and procedures and the unequivocal demonstration of their worth. Some examples of these applications and their implications will be found in the following discussion.

The amazing efficiency of Army education has demonstrated the value of formulating specific goals and objectives. In every educational enterprise, aims were clearly defined. In some cases, these objectives were rather narrowly conceived, while in others, they were

much more comprehensive. They extended from the descriptions of the skills needed to perform certain specialized jobs to the broader purposes sought in a comprehensive educational program for illiterate and non-English-speaking men. Even in the latter case, the Army concentrated on "literacy for Army life and the attainment of fourth grade academic skills."

The Army utilized "functional" materials and methods of instruction. These materials grew out of the direct experience of the men, and were designed to parallel their needs whenever possible. For example, the *Army Reader*, devised as a basal reader for Special Training Units, dealt with routine life in camp: the care of the barracks; activities on the drill field, and so forth. Methods of instruction also followed the men's needs and experiences closely, thus enabling them to use and test their acquisitions through practical and varied applications.

In the Army, tests were employed to classify men according to their ability or aptitude. The widespread use of objective tests made it possible to place men effectively, to check progress periodically, and to provide guidance at appropriate intervals. End tests were also employed in many types of training to ascertain the soldier's readiness for assignment to a specific job or his need for further training.

Teacher education in the Army was a continuous process through which officers and

<sup>1</sup>Professor of education at Northwestern University. Dr. Witty served as major in the Army special training program during the war.

enlisted men were kept abreast of new developments and were offered stimulation to make the most of their abilities and opportunities.

Interest and motive were very high in many types of Army work. Perhaps the highest type of motivation was found among illiterate men who gave the following reasons for wanting to learn to read and write: to be able to read letters from home, and to write to their friends and relatives; to be able to read the news and accounts of developments on the fighting fronts; and to be able to read the publications perused by their comrades. These motives were fully taken into account in the preparation of instructional materials.

For many soldiers, Army life provided conditions conducive to physical and mental health; the men experienced a well-ordered, purposeful kind of life; they enjoyed the basic personal satisfaction attending success in their work; and many of them gained the approval of their friends and relatives for their participation in an essential endeavor. These important factors in the success of Army educational programs have received too little recognition.

Another important factor in the success of Army instruction has also been insufficiently recognized. In most types of Army training, the soldiers came to appreciate the significance and value of their study; they understood why certain types of knowledge must be mastered; and they were led to know when and how their new acquisitions were to be used. In addition, many of the men were dominated by patriotic ideals which caused them to intensify their efforts and apply themselves with unparalleled vigor to the tasks at hand. In any fair evaluation of the factors contributing to the success of Army instruction, these items should be given a high ranking.

Some of the outstanding results of Army training are already well known. The Army was able to transform relatively immature young men into efficient specialists needed for the hundreds of jobs in a very short period of time. Leaders of troops and skilled workers soon demonstrated the efficiency of the training program. In the case of illiterate and non-English-speaking men, the results of Army training were unusually convincing and dramatic. This program enabled the typical illiterate man to obtain the academic skills needed in the Army in eight weeks' time. This accomplishment offers a striking example of the value of highly motivated, "functional" programs of education.

Will we be able in time of peace to make our school work seem similarly significant, worthwhile, and meaningful? We can not hope to provide motivation as high as that which was engendered in time of war. But we can profit by some of the lessons we have learned in the period of extreme emergency. We can dedicate ourselves to trying to work out an educational program that is close to the interests, the experiences, and the needs of boys and girls. We can alter instruction in the field of language, for example, so that boys and girls will gain skill in communicating or sharing their experience through oral and written expression; and we can encourage the acquisition of subject-matter which leads to better personal and social adjustments. Finally, we can offer guidance that is genuine and helpful in terms of an increased understanding of the student's needs.

In the elementary school, much has already been accomplished in applying our growing and expanding understanding of child development in the planning of curricula that recognize and utilize children's interests, needs, and abilities. But the gap between our knowledge and our practice still is



great. The era which lies ahead offers great promise for further development and for widespread dissemination and application of desirable practices. Teachers might begin at once to check their own activities; perhaps by inquiring to what extent the basic characteristics of the Army programs described in this paper are found in their own classrooms. After such an evaluation, they should seek ways of making their endeavor more meaningful and realistic.

We have reason to believe that many boys and girls are being denied the educational opportunities which are the privileges and the safeguard of an enlightened democracy.<sup>2</sup> Every child is more important than material goods or other considerations. We can not justifiably offer him less than the opportunity to become a successful, happy participant in our democratic way of life.

The Army program has surely demonstrated the capacity of the masses for learning, and it has renewed our faith in education.

The problem that lies ahead is one of devising a functionally effective educational scheme comprehensive enough to serve every boy and girl in America. The first great need involves the equalization of educational opportunity throughout our country. And the second need requires the development of curricula designed to equip boys and girls for intelligent citizenship. Of course a necessary correlate to such a program is the provision of qualified teachers and appropriate administrative facilities. It may be said that such a program will prove costly. It is well to recall that ignorance, delinquency, and unrest are associated with lack of education and social inequality. Education is of course not a panacea for all ills, but it offers an important guarantee against chaos and destruction in a world where the cultivation of values and the control of scientific inventions and discoveries are imperative for survival.

<sup>2</sup>For example, surveys have shown that one man in seven in the United States (13.5 per cent) is functionally illiterate.

### THANKSGIVING DAY, 1945

(Continued from page 274)

Pupil: Say, I like that! No pilgrim costumes.

Pupil: And short lines.

Pupil: Well, the main idea is to observe the Thanksgiving Proclamation and I

think we are all agreed that this year more than ever that means expressing the thoughts and feelings in our hearts.

Teacher: (*Smilingly.*) Thanksgiving *is* here!

# Hobbies in the Auditorium

## A SIXTH GRADE PROJECT

TILLIE HOROWITZ<sup>1</sup>

The auditorium serves as the clearing house for all school activities. Through it, groups are united in school-wide interests. Here the pupils are entertained by special features and taught by the example on the stage. Here, also, they gather to discuss a common problem. Thus, they are unified into one whole, which includes not only the performers, but also those who sit below the footlights.

Motivation for auditorium programs are of infinite variety; some are for special days such as our national holidays; some are for current interests such as the war-effort. The latter brought to the stage the Seven Drawfs, a raft from the Good-Year Company, and slides which helped the whole school in singing about the buying of bonds. Another program which was motivated by the children's interest was their own Boy-Scout program. At that occasion, they told simply about their activities—that program was enhanced by the presence of two Boy-Scout officials. But the last one presented that year in the auditorium was the hobby-play by the sixth grade.

How did the class select this, their theme for presentation? It all started when a Recreation Center in the vicinity announced an exhibit of hobbies and invited every one to see it. Somewhere in their years at school, hobbies, as a word, had occurred, but the pupils had never applied it to themselves. It was beyond their horizon. The teacher saw in this announcement an opportunity. "Would you be interested to see the exhibits?" she asked. A small group volunteered. Exhibitions of hobbies were sponsored by various department stores at that time and the first

group went to visit these also. It was a revelation to them. An oral report aroused general interest and the others decided then that they too, would like to see these exhibits.

At this point, the teacher made a plan, in order to encourage hobbies among that group of children. Her leading points were as follows:

- I. *The Need of the Class*—such a project would enlarge the experience and broaden the understanding of her pupils.
- II. *The Need of the Individual Child*—such a project would be needed for guidance for the children in that community.
- III. *The Need for Growth for the Individual Child*—such a project would be helpful for the development of the child.

In the detailed plan were words like procedures, methods, summaries; but on the whole, the project grew as the children grew into hobbyists.

The class went in small groups to view the exhibits. That was one way in which the teacher had an opportunity to learn more about each child. The exhibits were quite large and extensive, but they contained collections which would appeal to children. They saw toy-furniture, dolls, porcelain dolls, guns, and they marveled at the variety and size of the objects. Next, the class visited the (same) playground center and there they were shown how to make things out of tin, sand, wood, paper and beads. That practical demonstration fired their enthusiasm. The sight of the collections had made them feel financially

<sup>1</sup>Auditorium teacher in the Madison School, Pittsburgh, Pa.

inadequate, but when they were told that they could make things with their own hands and collect in that way, their attitude changed. Next they had as a visitor the craft teacher from the neighboring Y. She gave a demonstration on the making of prints, bead-craft and the modeling of airplanes. Finally the art teacher gave a demonstration on spraying.

During the discussions, the children shyly admitted that they had collected various objects, that their friends had hobbies and that their parents had collections of various sorts. Finally, a child brought in his own hobby, which was the airplanes which he had made. He was praised and urged to continue. At this point, the pupils were discussing ways of helping each other with polite and constructive criticism. That helped the others who were fearful of the ridicule of their class. Thus, others came who told about their special talents, while still others received some impetus to start a hobby, just from listening to reports and seeing what could be done. At every meeting reports were given. The teacher, knowing the limitations of the group, stressed the personal effort and gave helpful suggestions when problems arose. Each child was urged to enlist the help of his family, his friends, and his neighbors. One or two got into some trouble because they were too anxious to add to their collection.

As the semester progressed, their reports revealed growth and interest in this activity. When they were told that it was their turn again to give the final program, the class decided that "Hobbies" was to be the theme of their program. Many discussions followed because many problems arose. "How are we going to tell others? In what order should the hobbies be presented? How should each hobby be exhibited? How should the stage be fixed?" Every one worked harder now; for each

wanted to tell publicly about his own hobby. The class in solving their problem developed ingenuity, discrimination, a sense of values and a fine spirit of cooperation. Finally, it was decided to have an imaginary hobby-house on the stage and each one would come through that house and talk about his hobby. A patter of talk was developed to unify the whole.

The day finally came. On the stage was a bright house—labeled hobby-house—and two boys sat on the stage wondering if they were brave enough to enter. They did and, to their surprise, many children were in that house and each told about his hobby. This was the list of activities presented:

#### *Collections of*

perfume bottles—knickknacks—labels from cans—pictures of famous Negroes—movie stars—maps where relatives fought.

#### *Individual interests*

gymnastic stunts—playing a violin—playing the piano—reciting poetry—drawing—making dollhouses—wood-burning.

A boy had learned how to raise pigeons and he brought one to show. The children displayed their objects and if their collection was the same as another child's they told interesting details which helped to keep the attention of the class. The gymnasts, who were boys, demonstrated their ability to do difficult stunts. The musicians performed on their instruments, the artist drew a picture, and poetry was recited by the speaker. In the auditorium sat parents and friends, thoroughly enjoying the performance of their children.

The auditorium had served its purpose well. The parents were taught an important lesson in the understanding of their children. Everyone had learned something worthwhile. The stage and auditorium had again been a powerful teacher.

# Program

THIRTY-FIFTH ANNUAL MEETING OF THE NATIONAL  
COUNCIL OF TEACHERS OF ENGLISH

RADISSON HOTEL

MINNEAPOLIS, MINNESOTA, NOVEMBER 22, 23, 24, 1945

CONVENTION THEME:

"THE EMERGING ENGLISH CURRICULUM"

## THURSDAY, NOVEMBER 22

MEETING OF THE COMMISSION ON THE ENGLISH CURRICULUM, 9:00-12:00 A. M.

(Pre-Convention Sessions of the Commission also held on Wednesday, November 21)

LUNCHEON MEETING OF THE EXECUTIVE COMMITTEE, 12:30-2:00 P. M.

MEETING OF THE BOARD OF DIRECTORS, 2:30-5:30 P. M.

*(All Members of the Council Are Invited to Attend This Meeting)*

GENERAL SESSION: "BASIC AIMS OF ENGLISH INSTRUCTION," 8:00-10:00 P. M.

*Presiding:* HELENE W. HARTLEY, Syracuse University, First Vice-President of the Council.

*President's Address:* The Function of English Instruction in Education for Democracy—  
HAROLD A. ANDERSON, University of Chicago.

New Horizons for the Language Arts, JOHN J. DEBOER, Editor, *Elementary English Review*,  
Roosevelt College of Chicago.

College English in General Education, TREMAINE McDOWELL, University of Minnesota.

## FRIDAY, NOVEMBER 23

GENERAL SESSION: "THE ENGLISH CURRICULUM IN PERSPECTIVE," 9:30 A. M.-11:30 A. M.

*Presiding:* HAROLD A. ANDERSON, University of Chicago, President of the Council.

At the Elementary Level, DORA V. SMITH, University of Minnesota.

At the High School Level, ROBERT C. POOLEY, University of Wisconsin.

At the College Level, ROY P. BASLER, University of Arkansas.

## FRIDAY AFTERNOON CONFERENCES, 1:30-3:00 P. M.

### 1. Teaching Pupils How to Read

*Presiding:* MARY ETHEL THURSTON, Anderson Senior High School, Anderson, Indiana.

Broadening Experiences through Reading in the Elementary School, CONSTANCE M. McCULLOUGH, Western Reserve University.

Teaching High School Pupils to Improve Their Reading Ability, HELENE W. HARTLEY, Syracuse University, First Vice-President of the Council.

G I Methods of Teaching Reading, PAUL A. WITTY, Northwestern University.



## 2. The Art and Craft of Written Expression

*Presiding:* PORTER G. PERRIN, Colgate University, Chairman of the College Section.

Guiding Writing Activities in the Elementary School (speaker to be announced).

How Secondary School Students Learn to Write, LOU LABRANT, New York University.

Knowledges and Skills Expected of College Entering Students, DANA O. JENSEN, Washington University, St. Louis.

## 3. Guiding the Development of Good Speed Habits

*Presiding:* WESLEY WICKSELL, Stephens College, Columbia, Mo.

Some Practical Suggestions for Developing the Speaking Ability of Elementary School Pupils, HAROLD WESTLAKE, Northwestern University.

Guiding Group and Individual Speech Activities in the Secondary School, HARLEN M. ADAMS, Stanford University.

The Function of the Specialist Teacher of Speech, BRYNG BRYNGELSON, University of Minnesota.

*Discussion Leaders:* MAUDE STAUDENMAYER, Milwaukee Public Schools; MARIE HOLMES, Garfield and Kendrick Schools, Minneapolis; MRS. BERENICE RUTHERFORD, Downing School, Minneapolis.

## 4. The Art of Intelligent Listening

*Presiding:* EUGENE SEUBERT, Normandy High School, St. Louis.

Listening Activities in the Elementary School, ALTHEA BEERY, Cincinnati Public Schools.

Listening Behavior in the Secondary School, GEORGE W. SULLIVAN, Long Island City High School, New York..

Critical Listening is Fundamental to a Liberal Education, E. A. CROSS, Colorado State College of Education, Greeley.

## 5. Developing Understanding of Essential Principles of Grammar

*Presiding:* SISTER MARY LOUISE, Webster College, Webster Groves, Missouri.

Resolving Differing Opinions about the Teaching of Grammar and Usage, RACHEL SALISBURY, Milton College, Milton, Wisconsin.

Teaching Grammar and Usage in Relation to Speech and Writing, LUELLA B. COOK, Minneapolis Public Schools.

Building an English Language Usage Program, EDNA STERLING, Seattle Public Schools, Seattle, Washington.

## THE ELEMENTARY ENGLISH REVIEW

## 6. Literature and the Individual

*Presiding:* BLANFORD JENNINGS, Clayton High School, Clayton, Missouri.

Literature for Personal Growth, W. WILBUR HATFIELD, Chicago Teachers College, Editor, *English Journal* and *College English*, Secretary-Treasurer of the Council.

Intercultural Emphasis through Comparative Literature, LOUISE ROSENBLATT, Brooklyn College, New York.

Fallacy of Free Reading as an Approach to Appreciation, BERTHA HANDLAN, University of Colorado, Boulder.

*Discussion Leaders:* SISTER MARIS STELLA, St. Catherine's College, Minneapolis; IRENE HAYNER, University of Minnesota; MARY E. HEALY, Marshall High School, St. Paul; KATHERINE H. ROBERTSON, Jordon Junior High School, St. Paul.

## 7. Student Writing for Publication

(Program planned cooperatively by the NCTE and  
National Association of Journalism Directors)

*Presiding:* OLIVE ALLEN, Central High School, St. Paul, President, National Association of Journalism Directors.

Guiding the Citizenship Program through the School Newspaper, THELMA MCANDLESS, Roosevelt High School, Ypsilanti, Michigan.

Planning and Publishing the School Newspaper, MRS. HAZEL PULLMAN, Garnett High School, Garnett, Kansas.

Reflecting the Community through the Year Book, GLENN HANSON, University of Minnesota; Editor, *Scholastic Editor*.

*Discussion Leaders:* GUNNAR HORN, Benson High School, Omaha; VERNA I. NEPRUDE, Folwell Junior High School, Minneapolis; MARY E. COPLEY, Mechanic Arts High School, St. Paul; BERNICE HOKENSTADT, Washington High School, Sioux Falls, South Dakota.

## 8. Radio and Audio Visual Aids to Communication and Interpretation

KSTP Studio in Radio City Theater, 9th Street and LaSalle Avenue, Minneapolis.

*Presiding:* MADELINE S. LONG, Coordinator of Radio Education, Minneapolis Public Schools.

Demonstration of the Use of Radio in the English Class, G. ROBERT CARLSEN, University High School, Minneapolis.

English and Radio Today, TRACY F. TYLER, University of Minnesota.

Cinema Syndrome, MAX J. HERZBERG, Principal Weequahic High School, Newark, New Jersey, Chairman of the Council Committee on Radio and Photoplays.

*Discussion Leaders:* WILLIAM SCANLAN, Galtier School, St. Paul; BERNICE E. EICH, Miller Vocational High School, Minneapolis; GRACE GARLAND, Edison High School, Minneapolis; FLOYD G. WARTA, Litchfield Public Schools, Litchfield, Minnesota.

## 9. Research Conclusions and Uses in the Teaching of English

(Program planned cooperatively by NCTE and National Conference on Research in English).

*Presiding:* ETHEL MABIE FALK, Madison, Wisconsin, President, National Conference on Research in English.

What Does Research Say about the Ability to Speak and Write?, PAUL A. WITTY, Northwestern University, Evanston, Illinois.

## PROGRAM

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What Does Research Say about Reading?, BERNICE E. LEARY, Madison Public Schools, Madison, Wisconsin.

What Does Research Say about Vocabulary Growth?, J. CONRAD SEEGER, Temple University, Philadelphia.

*Discussion Leaders:* MILDRED DAWSON, University of Tennessee, Knoxville; N. C. KEARNEY, Division of Research and Curriculum, St. Paul; L. J. BRUECKNER, University of Minnesota; MARY D. REED, Indiana State Teachers College, Terre Haute.

### 10. Supervising Teaching and Learning

*Presiding:* MIRAM B. BOOTH, Supervisor of Secondary English, Erie, Pennsylvania.

The Supervisor as an Intelligent Guide in Curriculum Planning, ANGELA M. BROENING, Forest Park High School, Baltimore.

Improving In-College and In-Service Training of Teachers of English, LENNOX GREY, Teachers College, Columbia University.

Objective and Sympathetic Supervision, HELEN F. OLSON, Broadway High School, Seattle, Washington.

### ANNUAL BUSINESS MEETING, 4:30 P.M.

(All members of the Council are urged to attend this meeting).

### ANNUAL BANQUET, 6:30 P. M.

*Toastmaster:* CHARLES J. TURCK, President, Macalester College.

Invocation—

Music—Selections by West High School A Cappella Choir, Minneapolis, PETER D. TKACH, Director.

Presentation of NCTE Award.

Words and People, RUTH SUCKOW, Novelist.

Selected Poems, ROBERT PENN WARREN, Poet.

### MEETING OF THE BOARD OF DIRECTORS, 10:00-11:00 P.M.

(All members of the Council are urged to attend this meeting).

### SATURDAY, NOVEMBER 24

BREAKFAST FOR PUBLIC RELATIONS REPRESENTATIVES, 8:00 A. M.

### SECTION MEETINGS, 9:00-11:30 A. M.

#### 1. ELEMENTARY SECTION: Program A

The Language Arts in the Elementary School.

*Presiding:* LORETTA ANTL, Editorial Staff, American Education Press.

Developing Reading Readiness in the Primary Grades, LUCILLE HARRISON, Colorado State College of Education, Greeley.

The Language Arts Survey in the Wisconsin Elementary Schools, ROBERT C. POOLEY, University of Wisconsin.

Choral Speaking in the Elementary School, GWEN OWEN, Macalester College, St. Paul.

## THE ELEMENTARY ENGLISH REVIEW

## 2. ELEMENTARY SECTION: Program B

*Presiding:* WALTER ANDERSON, Assistant Superintendent of Schools, Minneapolis.

Guided Reading in the Elementary Schools of Glencoe, Illinois, KATHLEEN G. AMMERMAN, Central School, Glencoe, Illinois.

Developing Language Power in the Primary Grades, RUTH STRICKLAND, Indiana University.

Language Arts in the Daily Experience of the Intermediate-Grade Pupil, ELIZABETH LEHR, Colorado State College of Education, Greeley.

## 2. HIGH SCHOOL SECTION

THEME: Creating Mutual Understanding Through Experiences in Reading, Writing, Speaking, and Listening.

*Presiding:* WARD H. GREEN, Tulsa, Oklahoma, Chairman of the High School Section of the Council.

Reading, RUTH MARY WEEKS, Paseo High School, Kansas City, Missouri.

Listening, NATHAN A. MILLER, Little River Junior High School, Miami, Florida.

Writing, Marion C. Sheridan, New Haven High School, New Haven, Connecticut.

Speaking, MARK A. NEVILLE, John Burrough School, St. Louis, Missouri, Second Vice-President of the Council.

PANEL: Implications for English Curriculum Content and Methods of Instruction.

JOHN GEHLMANN, Oak Park and River Forest Township High School, Oak Park, Illinois; HELEN J. HANLON, Department of Instruction, Detroit Public Schools; MARIAN PETTIS, Lewis and Clark High School, Spokane, Washington; MARION EDMAN, Detroit Public Schools.

## 3. COLLEGE SECTION

## Approaches to the Study of Literature.

*Presiding:* HENNING LARSEN, University of Illinois.

The Social Approach to the Study of Literature, FREDERIC R. WHITE, Beloit College, Beloit, Wisconsin.

The Direct Approach to the Study of Literature, THOMAS C. POLLOCK, New York University.

Notes from the Curriculum Study on Approaches to the Study of Literature, PORTER G. PERRIN, Colgate University, Chairman of the College Section of the Council.

## ANNUAL LUNCHEON 12:30-3:00 P.M.

*Presiding:* HAROLD A. ANDERSON, President of the Council.

Invocation—

Music—The Madrigal Club, Harding High School, St. Paul, MARY J. RODER, Director.

Immigrant and Pioneer in Ballad and Song, DIANA THEODORE BLEGEN, University of Minnesota.

A Bridge of Books, VIRGINIA KIRKUS, Critic, Author, Lecturer.



# The Educational Scene

The Children's Book Council, 62 West 45th Street, New York 19, N. Y., publishes quarterly an annotated educational calendar, including the major celebrations, commemorations, and observances of the school year, along with suggestions for usable materials and sources of educational aids. . . A catalog listing all generally available government films and film strips is available from the Division of Visual Aids, U. S. Office of Education, Washington 25, D. C.

The Young Reader's Choice Award for 1945 was conferred upon Marie McSwigan at a meeting of the Pacific Northwest Library Association Round Table at Seattle, Washington in September. The children's and school librarians' section of the Association found that her *Snow Treasure* was the most popular of recent books among boys and girls of the Pacific Northwest. . . The well-known recent book *One God*, by Florence Mary Fitch, has won the Ohioana medal as the best juvenile written by a native Ohioan in 1945. At the time of the award over 100,000 copies of the book had already been distributed.

With the return of peace-time automobile traffic, the problems of safety education take on new importance in elementary schools. The National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois, distributes a mimeographed and printed leaflet designed to guide elementary teachers in the use of reading and language activities for the promotion of safety practices.

Grossett and Dunlap has introduced a new series of attractively designed and illustrated juvenile classics called *The Illustrated Junior*

*Library*. The books will be available in three price lines ranging from \$1.00 to \$2.50. The first five titles which appeared last month are *Andersen's Fairy Tales*, *Grimm's Fairy Tales*, *Hans Brinker*, *Black Beauty*, and *Heidi*. This edition of Andersen's and Grimm's fairy tales has been selected for distribution by the Book-of-the-Month Club. *Little Men*, *Little Women*, *The Adventures of Huckleberry Finn*, *Tom Sawyer*, *Five Little Peppers*, *Treasure Island*, *Alice in Wonderland*, *Through the Looking Glass*, *Robinson Crusoe*, *Pinocchio*, and *Gulliver's Travels* are planned for early next year.

The American Library Association announces the distribution of five Thorne-Thomsen records, made by RCA Victor for the Division of Libraries for Children and Young People. The five double-faced records include *Gudbrand-on-the-Hillside*, *Sleeping Beauty*, *Baldur*, and *Tales from the Volsunga Saga*, told by Mrs. Gudrun Thorne-Thomsen. The price per set is \$10.00. Address the American Library Association, 520 North Michigan Avenue, Chicago 11, Illinois.

Completion of the first three of the second transcription series of thirteen dramatic adaptations of children's books, produced by the Association of the Junior Leagues of America, was announced recently by Miss Cecil Lester Jones, President. Production of the second series of "Books...Bring Adventure" was voted by the Board at its meeting last May because of the success of its initial series of thirteen 15-minute transcriptions, made available last October (1944) to Junior Leagues, libraries, schools, radio stations, parent-teacher groups, and other organizations throughout the country.

## THE ELEMENTARY ENGLISH REVIEW

Like the first series, for which books of world interest for children 9 to 12 years were selected; the second series is based on the idea of promoting tolerance and understanding; the first presenting stories of people in various countries and the second dealing with the lives and customs of people in the various sections of the United States and Canada; for instance, the Bayou County of Louisiana, old Nantucket, and the Allegheny woodland.

The records are the sixteen-inch 33-1/3 RPM type used for broadcasting. Although the transcription series was designed primarily for radio use, it is also suitable for use in schools and libraries equipped to present transcribed programs. Following is the list of transcriptions, along with the region represented:

*Forest Patrol*, Jim Kjelgard; Holiday House, Inc. (Allegheny Woods). *Downright Dencay*, Caroline Dale Snedeker; Doubleday Doran & Co. (Old Nantucket). *Road to Alaska*, Douglas Coe; Julian Messner Inc. (Alcan Highway). *Adventure North*, Katherine Pinkerton; Harcourt Brace & Co. (Northern Canada). *Bayou Suzette*, Lois Lenske; Frederick A. Stokes & Co. (Louisiana). *Copper-Toed Boots*, Marguerite de Angeli; Doubleday Doran & Co. (Rural Michigan). *Homer Price*, Robert McCloskey; Viking Press (Middlewest). *Middle Button*, Kathryn Worth; Doubleday Doran & Co. (North

Carolina). *Riders of the Gabilans*, William Dean; Viking Press (Cowboy—West). *Robin on the Mountain*, Charlie May Simon; E. P. Dutton & Co. (Ozark Mountains). *Spurs for Antonia*, Katherine Eyre; Oxford University Press (California). *Strawberry Girl*, Lois Lenski; J. B. Lippincott Co. (Florida). *Young Mac of Fort Vancouver*, Mary Jane Carr; Thomas Y. Crowell Co., (Vancouver).

Production of transcriptions of the first series of "Books...Bring Adventure" on twelve-inch records for use on regular phonographic equipment was recently completed. These records are now available singly (at \$3.50 per set) or as a series. Information regarding both the first and second series of "Books...Bring Adventure" may be obtained from Miss Chandler at the Association's headquarters, Waldorf-Astoria Hotel, New York City.

Here are the Junior Guild selections for the month of November 1945: For boys and girls, 6, 7 and 8 years of age, *Necessary Nellie* by Charlotte Baker, Coward, McCann, Inc., \$2.50. *Fish Hook Island Mystery* by Wendell Farmer, Doubleday, Doran and Co. \$2.00. For older girls, 12 to 16 years of age, *The Year Without a Summer*, by Ethel Parton, The Viking Press, Inc., \$2.00. For older boys, 12 to 16 years of age, *Mike Maroney, Raider* by David Lavender, The Westminster Press, \$2.00.

# Review and Criticism

[Brief reviews in this issue are by Dorothy E. Smith, Jean Gardiner Smith, Bernardine G. Schmidt, and Ivah Green.]

## FOR TEACHERS

*Growing with Books.* A Reading Guide. By Bernice E. Leary and Dora V. Smith. Cadmus Books. Eau Claire, Wis.: E. M. Hale and Co., 1945.

This is a revision of the original 1940 edition of an unusual publisher's catalog. Many teachers are probably familiar with the Cadmus reprints of children's books whose trade editions are still handled by the original publishers. *Growing with Books* contains lists of titles and authors, a general statement about children and books, features of the Cadmus books, a subject index, a personal-values index, brief biographical sketches of some of the authors, and short reviews of the individual books. Teachers may find it a useful supplement to such standard tools as the *Children's Catalog*, *Realms of Gold*, *Five Years of Children's Books*, and *The Right Book for the Right Child*, as well as the *Horn Book Magazine*, issued quarterly and containing reviews of current children's books. It is prepared with teacher's interests and the Thorndike Word List uppermost in mind, but cannot take the place of the more representative and comprehensive catalogs already mentioned.

D. E. S.

## FOR CHILDREN

*Let's Talk about You.* By Margueritte Bro. Doubleday, \$1.50.

A readable book for teen age girls. It discusses hobbies, habits old and new, dates, talk, work and marriage, and many other topics of interest. Written with common sense and in a conversational style.

J. G. S.

*The Gulf Stream.* By Ruth Brindze. Illustrations by Helene Carter. Vanguard, \$2.00.

A fascinating account of the blue river which flows through the ocean. Many interesting facts about the Gulf Stream are included: its importance in navigation from the 15th Century to the present, its place as a weather factory and as an international



From *The Gulf Stream* (Vanguard)

highway for fish, and the probable explanation of its existence. There is a doublespread map of the course of the Gulf Stream. The book will be useful from fifth and sixth grades through the junior and senior high school.

J. G. S.

*Arrow Fly Home.* By Katharine Gibson. Illustrated by Ralph Ray. Longmans, \$2.00.

David Gibson, taken captive by the Shawnee tribe, grew up among the Indians, well cared for and content with his way of life until Elizabeth was brought to the camp. She taught him to read, and he began to know



From *Arrow Fly Home* (Longmans)

the ways of the white man. The story gives a quiet and understanding picture of the forest Indians, and of their tragedy. In her eagerness to give the reader the whole narrative which is based upon truth, the author carries the story into the second generation when the son of David and Elizabeth again faces westward. The final chapters seem a little hurried, but the book is a welcome addition to stories of the seventeen hundreds. Grades 6-8.

J. G. S.

*Henry's Lincoln.* By Louise A. Neyhart. Illustrated by Charles Bank Wilson. Holiday House, \$1.50.

From the vignette of the hats of Lincoln and Douglas on the title page, to the beautifully conceived vision of Lincoln facing the



From *Henry's Lincoln* (Holiday House)

last page, this is an inspiring story. Little Henry Oaks was allowed for the first time to drive alone to Freeport, Illinois, in August 1858 to hear one of the famous Lincoln-Douglas debates. The author, herself a resident of Freeport, has succeeded in recapturing the spirit of Lincoln, and making it vivid, vital, and contemporary. The black and white illustrations are a beautiful and fitting complement to the text. It is a book that elementary school children will long remember.

D. E. S.

*How Far?* By Marion V. Ridgway. Illustrated by Helen Smith. McKay, 75c.

*How Big?* By Margaret Gleeson. Illustrated by Helen Smith. McKay, 75c.

Two easy picture-story books for children in the animated question-mark stage. The text is simple, and the illustrations generous, gay, and colorful. By a stretch of the imagination the little stories might be described as all elementary introduction to relativity. Oh! very elementary, but they do point out that "far" and "big" can be determined only by their relationship to their surroundings. Since

Right Relations is World Problem No. 1 at the present time, these seem to be two very important little books.

D. E. S.

*Peter's Silver Dollar.* By Olive W. Burt. Illustrated from photographs. Holt, \$2.00.

A personalized story of industry that tells how silver is mined, smelted, refined and finally made into coins at the San Francisco mint. The book is readable, the information authentic, and the illustrations clear and well chosen to show the various processes. A valuable book in connection with the social studies at the elementary school level.

D. E. S.

*The Burro of Barnegat Road.* By Delia Goetz. Harcourt, Brace, \$2.00.

Chula made the journey from Mexico to Connecticut, and was probably the most traveled burro in animal-land. But the trials of caring for him were many, and neither Dorothy, Wally, mother, father, Grandma, nor Grandpa Pebbles knew how to feed or train him. Even efficient Miss Anderson, the New York secretary of Grandpa Pebbles, was very little help at all. Finally, it took Mr. Moon, the animal trainer at the zoo, to set the Pebbles right. For children of the upper primary and intermediate grades.

B. G. S.

*Forest Ranger.* By Mark Layton. M. S. Mill Co., \$2.00.

"Young John" leaves the JD ranch because he wants to join the Forest Rangers, organized by Theodore Roosevelt. But more important, although less obvious, was John's need to break away from the dominance of a father who sought to fit him into his pattern of thinking, as Grandfather had done earlier with old JD. This is one of the unusual children's books which has been written adroitly enough to engross readers of maturity, who enjoy characterization as well as a moving plot. *Forest Ranger* is suited to the junior high school reader, and also to those of more mature interests but who may be retarded in some of the skills of reading.

B. G. S.

*Mother Goose Handicraft.* By Nina R. Jordan. Harcourt, Brace, \$2.00.

Like Miss Jordan's earlier successful books on crafts for children, *Mother Goose Handi-*



*craft* is very exact and clear, both in its diagrams and in its directions. Although it is prepared with the advanced primary and intermediate grades in mind, it offers many suggestions to parents and teachers, for project and gift construction for children. B. G. S.

*Jube: The Story of a Trapper's Dog.* By Thomas C. Hinkle. William Morrow, \$2.00.

*Jube* is more than the story of a dog. It is a tale of the trappers of the West, and their crafty efforts to outsmart the maneuvers of the wolves that threatened their cattle. *Jube* comes into the story as a young wolf pup—to become a master wolf dog at maturity. The devotion of trapper Felix to the mangy, four-month-old pup provides a strong human interest appeal. If there is adverse criticism, it is the complete lack of illustrations throughout the book. Fine as are the word-pictures, the story could be much improved by even a few drawings. For middle grades and older.

B. G. S.

*Women in Aviation.* By Betty Peckham. Thomas Nelson & Sons.

An account of the activities and accomplishments of the women in military aviation, the Civil Air Patrol, and the correlative occupations which contribute to aviation. The book is attractively and artistically written in a style designed for girls from the middle teens to maturity.

B. G. S.

*Poppadilly.* Written and illustrated by Audrey Chalmers. Viking, \$1.00.

With the aid of *Magic Pumpkin Seeds for Changing Sizes*, Poppadilly, an elf with enormous ears and turned-up nose, changes a timid mouse to hippopotamus size. After a mishap or two and a bargain struck, the mouse returns to normal size and both elf and mouse to a change of attitude. Generously and amusingly illustrated with black and white and green drawings, this story should be enjoyed by young children.

I. G.

*Heroes in Plenty.* By Theodore Dubois. Doubleday, \$2.00.

Not only heroes but thrills a-plenty in this stirring account of an English eleven-year-old boy's return to his home after two years in America. His adventures with Nazi submarine crews and German underground members and his narrow escapes from other dangers all combine to make this a fascinating story.

I. G.

*Strawberry Girl.* Written and illustrated by Lois Lenski. Lippincott, \$2.50.

Eighty-four exceedingly fine illustrations help to make this story a vital contribution to children's understanding of the "Florida Crackers." Full of fun and excitement, this tale will appeal to children of all ages.

I. G.

## LEVELS OF PROFESSIONAL COMPETENCY

(Continued from page 270)

7. Lazar, May, "The Place of Reading in the Elementary School Program," *Education Research Bulletin of the Bureau of Reference, Research and Statistics*. New York: Board of Education of the City of New York, May, 1944.
8. Lee, J. Murray and Lee, Doris May, *The Child and His Curriculum*. New York: D. Appleton-Century Company, 1940.
9. Leonard, J. Paul; Eurich, Alvin C., et al., *An Evaluation of Modern Education*. New York: D. Appleton-Century Company, 1942.
10. Peters, Charles C., *The Curriculum of Democratic Education*. New York: McGraw-Hill Book Company, Inc., 1942.
11. Prescott, Daniel A., *Emotion and the Educative Process*. Washington, D. C.: American Council on Education, 1938.
12. Wrightstone, J. Wayne, *Appraisal of Newer Elementary School Practices*. New York: Bureau of Publications, Teachers College, Columbia University, 1938.

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